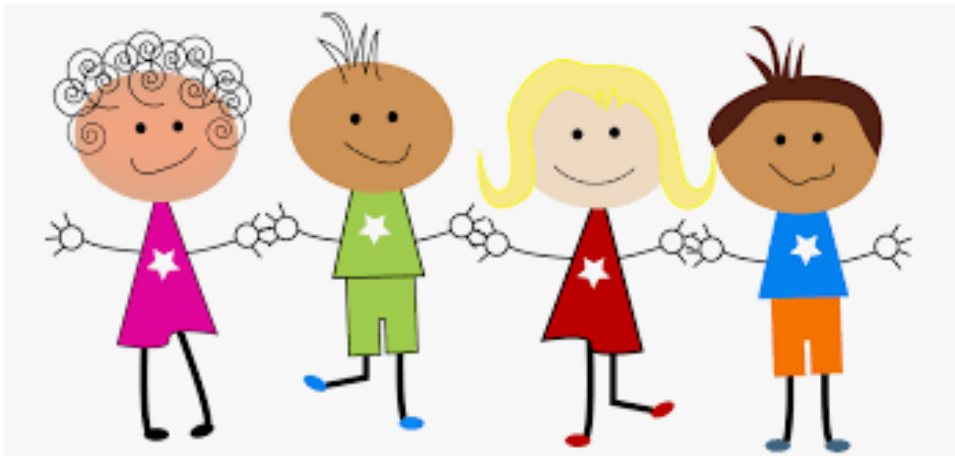


# Alloway Primary School Relationship and Positive Behaviour Policy



**Behaviour and Relationship Policy**

At Alloway Primary School, effective relationships are key, and are built upon our core values, vision and aims.

**Statement of School Aims**

To provide a positive sense of community which allows all children to achieve success in different areas of activity and enable them to become confident and effective adults.

To provide a curriculum of excellence that supports and enables all children to achieve their full potential.

To create successful learners who are stimulated to think, learn and contribute to the life of the school and the wider community.

To develop a knowledge and understanding of the world at large thereby creating citizens who are informed about environmental, cultural and scientific matters.

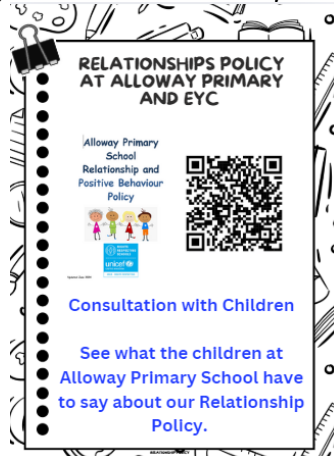
To communicate and work in partnership with teachers, pupils, parents and other agencies to create a positive learning environment where everyone feels their views, talents, skills and opinions are valued and considered.



At Alloway Primary School we actively promote equality of opportunity for all pupils, staff, carers and parents creating a happy and settled learning community where all can succeed. We encourage all children, young people and adults to support one another to develop positive relationships and behaviour to help them avoid engaging in any actions or situations that could impact negatively on themselves and others.

To provide a curriculum of excellence that supports and enables all children to achieve their full potential.

Children are at the heart of everything we do. See what they have to say about our Relationship Policy.



## Rationale

Better behaviour facilitates better learning. As part of A Curriculum for Excellence we aim to encourage our pupils to become responsible citizens. We are a Gold Level Rights Respecting school therefore there is an ethos of mutual respect and positive wellbeing underpinning all interactions.

At Alloway we adopt the Relationships Policy to establish a safe and respectful environment, conducive to creativity and achievement for all pupils.

Before developing this policy there was much preparation and discussion involving all concerned. As a result of feedback from parental, pupil and staff questionnaires it became apparent there was a need to develop a more proactive approach to behaviour and relationships. In addition, in-service days and staff meetings involved **all staff** focusing on the development of this policy.

As a Gold Rights Respecting School, each class creates their own Class Charter (see Appendix 1) at the start of each school year. Children are actively involved in this process, and these are shared with parents in the *Behaviour Guides* (see Appendix 2). Class Charters are revisited regularly, and are used as a basis for restorative practice across the school. In addition to Class Charters, we have Playground and Lunch Hall Charters (see Appendix 3 and 4), which are written in conjunction with the children.

It was decided to have a daily tick sheet with set procedures to track behaviour (Appendix 5). This informs supportive discussions when reporting behaviour to parents.

## Our Approach

Nurturing approaches are at the centre of all that we do. All staff apply the Five Principles of Nurture.

All staff must model positive relationships and respectful communication in the following ways:

- We focus on our adult language including body language and use of voice
- We are careful with what we say and how we say it
- We are respectful and non-judgemental
- We should take time to understand the pupil's needs
- We aim to be firm and fair
- We engage pupils in learning about the effects of their actions and the importance of taking responsibility to make things right
- We make sure the reason for a decision is always understood
- We set clear expectations for the future
- We try to ensure we are restorative
- We provide structured opportunities for children and their families, staff and other agencies to develop a strong sense of belonging to their school, class and group
- We encourage a connection to each other and to the values the school community promotes
- We instil a sense of value as a member of their class, group, house and whole school
- Children should all know which house they belong to - not always the same as siblings due to our numbers

## Principles of our Positive Behaviour and Relationship Policy

- Teach behaviour
- Charters set out expectations for all Rights Holders (children) and Duty Bearers (all staff and stakeholders)
- Clear procedures

- Teaching is the priority and lessons are not disrupted discussing behaviour because the expectations have already been decided
- Good behaviour is rewarded
- Staff are very good at reporting concerns promptly. Behaviour is also reported on in the end of year report and discussed at parents nights.
- Children may need an action plan if experiencing difficulty [staged intervention policy]
- Behaviour is tracked closely and evaluated monthly
- Values are discussed regularly and are embedded in our school
- Any concerns should be discussed with SLT
- Pastoral note **MUST** be factually recorded and emailed to SLT

### Class Charters

In August every class establishes a set of class charter. This is done in conjunction with the children, as they are more likely to follow expectations that they have agreed with their teacher. Charters are based on the first 42 Articles from the UNCRC. Children select suitable articles that are relevant to their classroom experience. The Charters should outline the expectations of both Rights Holders and Duty Bearers. Behaviour management is discussed at staff meetings and at assemblies. Teachers continue to model positive behaviours and good choices in the classes. Assemblies are well planned and linked to values and the rights of the child.

When taking part in an activity out with the classroom (i.e. PE, music, modern languages, outdoor learning etc.), staff will ensure consistency in approach, and children know that the expectations remain the same. The class teacher will take the Behaviour Tracker, and this will be used in the same way as in the classroom.

### Playground Charter

A Playground Charter has been established (see Appendix 3).

Playground supervisors will use a tracking sheet (see Appendix 6) to keep records and to evidence any incidents during which children are not following expectations. Games and toys are monitored carefully by support staff who receive training on behaviour management and have met with HT and DHT regularly to ensure they understand the system. They have monitoring sheets and whistles. SLT regularly review the playground.

Support Staff are clear about their area of responsibility and importance of time keeping and are aware of the legislative aspect of playground supervision. Teaching staff will not allow children into the playground **without** adult supervision during breaks.

### Lunch Hall Charter

A Lunch Hall Charter has been established - see appendix 4.

P1-3 Children should be brought to the dinner hall with by a member of staff at 12pm. Primary 4 children are brought at 12.15pm by class teachers. P5-7 will be brought round by a member of support staff on a rota basis. Lunch trollies are brought to the hall with each class. Time should be taken to encourage the children to behave in a mannerly fashion. Noise levels should be managed in the hall and children should not be allowed to wander after finding their seat. Children should be trained to use recycling bins and clear their own mess. P4-7 should elect trolley monitors weekly who will bring and return trollies at the beginning and end of lunch. Lost lunchboxes should be deposited in the lost property office to be collected at the end of the day. P4-7 will be provided with lunch in a rota system but should access the toilet as they access the building.

### Breakout spaces

**The hub** is set up as a quiet, nurturing environment seen as a safe space for children who are feeling upset, anxious or vulnerable. The hub is staffed during breaks and lunchtimes and is timetabled throughout the day for targeted interventions.

**The Chill Out Zone** is a quiet space that children can access with a member of staff during the school day or at break/lunchtime. This is a quiet, soft space.

The **Sensory Space** is a dark space where we can use our magic carpet light box. Children will access this room with a member of staff.

Our **Infant Sensory Space** is also a quiet, break out room within the infant department where children will access with a member of staff.

### **Restorative Practices**

Restorative discussions and approaches are key to a positive behaviour strategy and helps pupils identify ways to resolve conflict and make improved choices. Restorative discussions support pupils by helping them to talk about their thoughts and feelings, take responsibility for their actions and develop skills in order to rebuild and repair relationship. These discussions often involve children affected by negative behaviour also with staff supportively guiding dialogue and mediating.

Questions we may ask during a restorative discussion

- When things go wrong
  - What happened?
  - What were you thinking at the time? What are you thinking now?
  - How do you think it made \_\_\_\_\_ feel?
  - How would you feel if it happened to you?
  - What do you think you need to do to repair the harm/to put things right?
- When someone has been harmed-
  - What happened?
  - How did it make you feel? How are you feeling now?
  - What has been the hardest thing for you?
  - What do you think has to happen to make things right?

### **Tracking and Monitoring Behaviour**

Pupils and staff decided that at Alloway there should be:

1. A written warning after initial verbal reminder
2. A one-to-one chat with teacher
3. Reflection time on own in an appropriate place. Completion of reflection task if necessary.
4. Contact parent - class teacher to contact parent
5. SLT - share with management who will speak to pupil

This procedure will be followed to deal with low-level behaviours. Teachers are aware, that for more serious incidents, this process does not need to be followed, and in some cases, it may be passed directly to SLT. This should be tracked on the Behaviour Record Sheet (Appendix 5) which should be kept with your register. Each day starts fresh on the behaviour record. These records should be filed and evidenced, and can be used to inform reports.

### **Rewarding Good Behaviour**

This is an important aspect of our behaviour policy. As usual, good behaviour and effort is rewarded by praise, stickers, certificates and points. To encourage the class to work as a team, whole class merit can be rewarded also. In all classes, teachers use a personalised system to reward good behaviour. This can also be shared with parents via Learning Journals. Children may also be sent to SLT to share their achievement. Please do send them to HT/DHT for stickers/certificates. Points for Houses can be made by being presented with a token for displaying kindness and thoughtfulness which is noticed by staff and visitors. House points will be added and a termly house prize awarded which is the responsibility of House Captains. Children should be rewarded systematically with time scheduled for this in the week. We should have high standards and expectations for rewards - this must be consistent and in line with all agreed rules.

### **Consequences**

Any consequence for poor behaviour choices should be fair, proportionate and fully explained to the child/children so they can address behaviour and restore better behaviour and relationships. Staff should continue to check in on children to support and align.

### **Differentiated Rewards and Consequences**

We acknowledge that for some children at sometimes there is a need for a differentiated approach. These children will be provided with personalised rewards and consequences as part of their STINT. There may be individuals for who this behaviour system may not be effective for a variety of reasons so it is important that everyone understands that behaviour can be effected by particular difficulties and challenges. School staff will provide bespoke individual support for children who require it. It is important to understand the impact of trauma, loss and change on pupils and we strive to ensure our school community and beyond show understanding, compassion and empathy and except that not all children need the same.

### **Evaluation**

Behaviour is monitored and evaluated regularly. Staff alert SLT of any concerning patterns that are emerging. SLT will check pastoral notes and may contact the parent/carer to discuss, if appropriate. This ongoing communication is essential where there are any concerns around behaviour and relationships to ensure children's needs are met.

### **Nurture Principles**

All staff, including catering staff, have had training on nurture principles. The nurture principles underpin our relationship policy with a strong emphasis on the recognition that all behaviour is a form of communication. Staff and parents have been shown Maslow's Hierarchy of Needs, explaining the need for good emotional literacy. All children take part in a daily Wellbeing Check In. Staff are skilled in responding to this with appropriate interventions (e.g. use of the calm corner, time with support assistant etc.). Nurture training is part of our annual calendar for professional development with key staff receiving additional targeted nurture training and MAPA CPI training.

### **Bullying**

Staff have a duty of care to ensure that children are emotionally and physically safe from bullying and should deal with any concerns immediately.

"Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this their sense of 'agency'. Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online." Staff must adhere to the Anti-Bullying Policy (March 24), promoting kindness throughout the school session in line with HWB Skills Pathways and whole school HWB themes. This will also be responsive to the needs of pupils. Teaching staff need to work hand in hand with support staff and discuss playground concerns.

### **Parental Responsibility**

It is important that parents and carers expect good behaviour from their children and instil the school values beyond the school day. Staff who run and manage after school events will not tolerate poor behaviour and parents will be asked to collect their child. It is essential that the school and parents enjoy a healthy partnership where mutual respect is displayed. Children spend the majority of the day with their family who are the primary educators therefore instilling and modelling high standards of behaviour is a shared responsibility. It is important that children with additional support needs are not judged or compared to their peers or siblings. We kindly ask that on receipt of a telephone conversation and restorative behaviour letter that parents follow this up by having a discussion with their child at home and return the acknowledge slip the next day. Parents have the responsibility for managing social media- these issues cannot be brought to the school to rectify. We will educate the children regarding appropriate use of social media however we cannot investigate

issues from out with school. Parents need to understand the age limits required by law. Our Campus Cop offers parental and pupil workshops and is invited to attend assembly to educate pupils on social media.

### **Self-Evaluation**

Through target setting and Health and Wellbeing programme pupils are encouraged to think about their behaviour and the impact it has on their learning. We teach Emotional Literacy and have planned whole school themes as part of our assemblies. These themes are linked to resilience, children's rights and our school values.

We work with children termly on wellbeing indicators and check that they feel Safe, Happy, Achieving, Nurtured, Active Respected, Responsible and Included and act upon the feedback to ensure the child is secure in their learning.



## Appendix 1 – Examples of Class Charters





## Appendix 2 – Example Behaviour Guide



### P4W Behaviour Guide



At our school we use positive behaviour management to encourage and reward children for making the right choices in their behaviour. This is based on the values of our school which are respect, co-operation, equality, honesty & responsibility.

Allway is a Gold Rights Respecting School and our class charters underpin behaviour management in classrooms. These charters are created and agreed by the children.

In Primary 4W our class charter is -

Article	Rights holders (children) will:	Duty bearers (adults) will:
12 - The right to share their opinion and be listened to.	When one person is speaking, we are listening. If we want to share, we raise our hand and wait. When it is time to listen, we sit quietly.	Grow ups will listen to us when we have something to say. Remind other to be respectful and to listen and to not talk over others.
13 - The right to share their ideas unless it harms other people.	We will not say or do things that hurt other people. We will be kind to each other. We will think before we speak. If we see someone being harmed, we will tell a grown up.	Adults will deal with any issues in the classroom or playground. Teachers will work with parents to sort out problems.
29 - The right to an education that develops talents and abilities	We will always try our best. We will have a go, even if something is hard. We will try to come to school on time. We will bring out PE kit. We will do our homework and bring it back to school on Thursday.	Adults will make sure our classroom is clean, safe and organised.

#### Playground Charter

Our playground charter below is shared with all pupils and staff to ensure children are respectful of each other's rights in the playground as well as in class -

We have the right to play - Article 31

- We will play by the rules and allow others to join in our games.

We have the right to be safe - Article 24

- We will use playground equipment sensibly and treat others as we would like to be treated.

We have the right to be heard - Article 12

- We will be honest, listen to others and speak respectfully.

We have the right to medical care - Article 6

- We will play sensibly, help others and accept help when we need it.

#### Rewards for Positive Behaviour

- Positive recognition for making the correct choices will be given through verbal praise in class and around the school.
- Individual and group points are given in class.
- House Points are given in class and throughout the school.
- Stickers and Certificates are given to pupils as rewards.
- Good behaviour is celebrated on Friday afternoons in classrooms through Masterclass.

#### Disrespectful Behaviour

Children are rewarded for making positive choices and showing respect however if disrespectful behaviour continues, teachers will take appropriate action. This may include individual chats to support pupils, contacting parents and informing senior management in order to support children in making the right choices.

**Appendix 3 – Playground Charter**

**Alloway Primary School Playground Charter**



Article 31 – We have a right to play.

- Rights holders will play by the rules and allow others to join in our games.

Article 24 – We have the right to be safe.

- Rights holders will use playground equipment sensibly and treat others as we would like to be treated.

Article 12 – We have the right to be heard.

- Rights holders will be honest, listen to others and speak respectfully.

Article 6 – We have the right to medical care.

- Rights holders will play sensibly, help others and accept help when we need it.



**Appendix 4 – Lunch Hall Charter**

Article 24 – All children have the right to safe drinking water, nutritious food and a clean and safe environment.



